



St Paul's Primary School, Newcastle. Glorifying Almighty God, and serving our community.

St Paul's CE Primary School –Accessibility Plan 2022-2025

To be read in conjunction with the Newcastle Local Offer, Parents/Carers SEND Information Guide, Annual SEND Report, SEND Policy, Safeguarding Policies, Equality and PSED Policy and Managing Medication in School Policy].

Introduction

St Paul's Voluntary Aided Church of England Primary School, Newcastle upon Tyne, has the privilege of educating children with a wide range of additional needs. This plan has been designed to enable the school to overcome all barriers to learning and physical/ emotional requirements to help us to meet the requirements of our school to carry out accessibility planning for disabled pupils as stated in Schedule 10 of the Equality Act 2010 and the SEND Code of Practice 2014.

We do not discriminate against any child, parent/ carer, staff member or visitor on the grounds of disability. This plan identifies the action the school intends to take over a three year timescale to prevent disabled pupils or pupils with SEND from being less favourably treated than other pupils. It also outlines how we will increase the extent to which disabled pupils can participate in the curriculum, how we will improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school and how we will improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

The governing Body of St Paul's Voluntary Aided Church of England Primary School, Newcastle upon Tyne, is responsible for the accessibility strategy plan, however, the development and implementation of the plan will involve different members of the school staff, according to their roles and responsibilities. The governing body is ultimately responsible for the implementation of the Accessibility Plan 2022-2025 through the Buildings Committee who then feedback information to the full governing body.



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The Purpose of the Scheme

St Paul's Voluntary Aided Church of England Primary School, Newcastle upon Tyne, in line with its Trust Deed, seeks to glorify God and to serve its community. It does so by providing, within the context of biblical belief and practice, an excellent accessible education which enables all pupils to fulfil their potential. It seeks to provide all staff and other providers with a positive and supportive working environment, suited to their personal and professional needs. And it seeks to ensure all parents and carers are able to gain appropriate access to the school and its services.

It is recognized that all people are created by and for God, and that each person, made in his image, and dependent upon him for their preservation, is under an obligation to care for, to love, and to respect all others.

The School provides an inclusive education, suited to the individual needs of its pupils of statutory school age (5 to 11 years of age) and, in a Nursery class, a year younger than the statutory school age.

The School, through its commitment to provide the best possible learning and working environment, strives to ensure that the school premises, facilities, and curriculum are accessible and of benefit to all. The purpose of the scheme is to demonstrate how the school meets its disability equality duty.

To ensure that we fulfil our commitment to an inclusive curriculum and that we increase access to the school's facilities we are committed to:

- a) Increasing the extent to which disabled pupils participate in the curriculum
- b) Improving the physical environment of the school to increase access to education and associated services
- c) Improving the delivery of information to disabled pupils, parents, carers and visitors of information which is already available to those who are not disabled

The Definition of a Disability

The Equality Act 2010 defines a disabled person as someone who has a 'physical or mental impairment' and 'the impairment has a substantial and long-term adverse effect on the person's ability to carry out normal day-to-day activities'.



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Our Duties under the Equality Act 2010 and the Sen and Disability Act 2001

To increase access to the school curriculum for disabled pupils, including teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits.

To improve access to the physical environment of the school.

To improve the delivery of written and spoken information to disabled pupils and their parents.

(1) The responsible body of a school to which this section applies must not discriminate against a person—

- (a) in the arrangements it makes for deciding who is offered admission as a pupil;
- (b) as to the terms on which it offers to admit the person as a pupil;
- (c) by not admitting the person as a pupil.

(2) The responsible body of such a school must not discriminate against a pupil—

- (a) in the way it provides education for the pupil;
- (b) in the way it affords the pupil access to a benefit, facility or service;
- (c) by not providing education for the pupil;
- (d) by not affording the pupil access to a benefit, facility or service;
- (e) by excluding the pupil from the school;
- (f) by subjecting the pupil to any other detriment.

(3) The responsible body of such a school must not harass—

- (a) a pupil;
- (b) a person who has applied for admission as a pupil.

(4) The responsible body of such a school must not victimise a person—

- (a) in the arrangements it makes for deciding who is offered admission as a pupil;
- (b) as to the terms on which it offers to admit the person as a pupil;
- (c) by not admitting the person as a pupil.

(5) The responsible body of such a school must not victimise a pupil—

- (a) in the way it provides education for the pupil;
- (b) in the way it affords the pupil access to a benefit, facility or service;
- (c) by not providing education for the pupil;
- (d) by not affording the pupil access to a benefit, facility or service;
- (e) by excluding the pupil from the school;
- (f) by subjecting the pupil to any other detriment.



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Working in partnership

To provide the best provision and to help us to overcome obstacles to our children's disabilities, the school works closely with the following agencies:

- The Community Nursing Team
- The Physiotherapy Team
- The Occupational Therapy Team
- The Speech and Language Team
- Children and Young Persons Services
- EEAST Team
- Hearing Impairment Survive
- Vision Impairment Service
- Social Care
- Thrive

Review and Revision

In the long term disabled people will be involved in the following ways

- Parental surveys will be used to give opportunity for disabled people to disclose their disability. Outcomes from these will be analysed to identify any issues relating to the person's disability
- Pupil surveys and interviews as part of the normal cycle of self-evaluation would also be used to identify any issues relating to a child or young person's disability
- Disabled staff will have regular meetings with their line manager to discuss how the school can best enable them to work
- Children and young people with disabilities will have the opportunity to talk with adults and identify any perceived barriers.

Our scheme will be reviewed annually and fully revised after a period of 3 years, disabled people will be involved in the process. A new action plan will be produced, responding to the issues identified through our impact assessment and included in our annual reports.



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Audit of existing provision:

Curriculum		
Partnerships	Obtain data on pupil population to provide advanced planning Working with a range of external agencies to implement bespoke strategies and packages to support learning	Reduced access to Educational Psychology service due to LA availability
Data	Curriculum scaffolder to enable equal access of opportunity SEND files to provide all staff with detailed information CPOMS used to record and store key information Pupil Progress meetings to monitor progress of all learners Regular reviews of IEPs and EHCPs	Some data not passed on from Nursery settings- review information sharing for September 2022
Staffing	Special Educational Needs Learning Support Assistant full time SENDCO non-class based 5 Learning support assistants employed to support children with SEND to access bespoke packages and access curriculum	
Resources	Coloured overlays to help with reading Lexia to support with Phonics and Reading Toe by Toe Resistance bands Fidget toys Specialist scissors Writing grips Writing slopes Visual timetables Wobble cushions (only used when directed by OT)	



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Physical		
Wheelchair access	Ramps from 'pedestrian gate' to 'main entrance' Access for wheelchairs via main entrance and East Playground Access to East Playground via ramps Access to WEST Playground all on one level All spaces throughout school accessible as on one level Access to disabled W.C located off main hall Doorways accessible for wheelchair users	Access from West Playground has raised step-access currently available via main entrance.
Auditory	Classrooms and offices carpeted to improve acoustics	Issues with some carpet fixings

Information delivery		
Sharing of information	Translators employed to carry out meetings to improve communication. Use of Immersive Reader to translate information for pupils, parents and visitors Text message service used to communicate effectively with parents/carers Visual aids used to support children with communication needs Visual timetables used to support sharing of information	Translators not available for drop in sessions



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St Paul's Church of England Primary School - Accessibility Action Plan 2022-2025

a) Increasing the extent to which disabled pupils participate in the curriculum

Actions	Timescale	Cost and funding source. Time required	Who	Monitoring and Evaluation
1. To carry out a programme of staff training in SEN and disability and dealing with challenging behaviour to increase the extent to which disabled pupils can participate in the school's curriculum.	Ongoing	School Training Budget	JS and BT	Impact of training monitored by JS and BT Lesson observation should show increased access for pupils during lessons and more pupils will be referred for appropriate professional help. Performance and impact will be monitored by JS and SENCO.
2. To carry out a bespoke programme of work setting suitable SEMH challenges to increase resilience to enable disabled pupils to participate in the school's curriculum.	Ongoing	Special Educational Needs Teaching Assistant timetabled every Friday afternoon. Resources to support Thrive Provide families of pupils with disabilities with materials to provide further support.	SENTA	Impact of intervention monitored by JS. Observation should show increased access for pupils during lessons an increase in resilience for learning.
3. To provide more adult support for pupils to enable them to access the curriculum.	September 2022.	Employ a support assistant to support pupils with disabilities	Governors Staffing Committee	SMT will monitor planning, teaching and impact of curriculum work on disability.
4. To continue to develop the curriculum to overcome potential barriers to learning and assessment for pupils with disability.	Ongoing	SENDCO will be non-class based which will equate to 2½ days out of class. Seek advice from pupils and external professionals. Staff CPD sessions	JS, SENCO and SLT	Impact of training monitored by SENDCO, JS and SLT. Lesson observation should show increased access for pupils with disability.
5. To ensure that Education Health and Care plans are in place for pupils with disabilities.	Ongoing Annually in relation to review dates	SENDCO will be non-class based which will equate to 2½ days out of class. Seek advice from pupils, families and external professionals. Staff CPD to help staff to collate evidence.		EHC plans will be in place to ensure appropriate support from health service is in place and appropriate funding is available for resources and adult support if necessary.



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6. To audit provision.	Ongoing Annually in summer meetings	Governing Curriculum Committee time SLT meeting time for SDP SENDCO to report to SLT and Curriculum Committee (reports)	SLT and Governing Body	The needs of individuals can be met through the annual school development planning cycle.
7. Ensure that children with SEND are identified in planning process	Ongoing	All staff to be aware of any additional needs. SEND files to include all information about children with SEND SENCO to monitor planning, books and progress	SENDCO and SLT	Impact of training monitored by SENDCO, JS and SLT. Lesson observation should show increased access for pupils with disability.

b) Improving the physical environment of the school to increase access to education and associated services

Actions	Timescale	Cost and funding source. Time required	Who	Monitoring and Evaluation
1. Change the access area from the West Play Yard into the Early Years Unit.	July 2022	Project costs £60,000 LCVAP + DFC + 10% from school budget	JS and Governing Body Buildings committee	More access available to pupils in the Early Years Unit as they enter and leave school. This will make it easier for disabled pupils to access the courtyard safely All pupils will be safer as they enter school and leave at the end of the day, the new layout will include easy access.
2. Review Individual Evacuation Plans	Annually in Summer term	Time to release JS and BT to review individual plans based on the location of children who are disabled.	Fire Officer	Disabled pupils will be safely evacuated from the building in the event of an emergency without injury to the children or the adults looking after them
3. Survey parents/carers and staff to gather views and identify areas for development.	April each Year	Survey to use Forms facility to gather evidence	SLT	Parent's views will be included in audit of provision and facilities
4. External spaces are as accessible as possible	Daily checks	Regular maintenance and safety checks, cleaning of outdoor equipment and staff made aware of any faults in equipment. Liaise with appropriate external agencies to advise on changes/adaptations made to equipment.	Caretaker	All outdoor areas are accessible and can be used.



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5.	All educational visits to be accessible for all.	Ongoing	Ensure each new venue is vetted for appropriateness. Visit or plan visits to check accessibility. Ensure all children can access transport. Utilise evolve for additional information.	SENDCO, Educational Visit co-ordinators, JS, SLT.	All pupils able to access all visits and able to take part in activities.
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c) Improving the delivery of information to disabled pupils, parents, carers and visitors of information which is already available to those who are not disabled

Actions	Timescale	Cost and funding source. Time required	Who	Monitoring and Evaluation
1. Provide interpreters when appropriate.	ongoing	School Budget £1,000 for interpreters	JS. SENCO and Business Manager	Effectiveness will be monitored by talking to parents and pupils. The SLT will monitor parent and pupil feedback.
2. To provide information in a variety of formats to aid accessibility.	ongoing	Utilise LA Services for converting written information into alternative formats Provide feedback meetings for parents/carers where appropriate Enlarge font size where appropriate Use simplified language Update SEND jargon on website	JS. BT and PSW	All information is provided to ensure that it is accessible to all.
3. Provide a reading service for parents/carers who cannot read or complete forms. Staff to provide information about parents who need this service and school to identify adults to provide the reading service.	ongoing	Parent support worker to liaise with families and offer support Advice from external organisations and services Communicate with prior settings to collate information.	JS. PSW and RJ	All parents able to engage with forms and all other materials.
4. To inform parents/carers of the Family support service when they need help to understand difficult procedures such as applications for EHC Plans	Ongoing	Parent support worker and SENDCO to liaise with families to provide them with information regarding Disability North.	PSW and SENDCO	All parents/carers have access to information regarding Disability North.